

Rubrics for MoSTEP Unit Standards 1-8

Standard 1: PERFORMANCE STANDARDS FOR EDUCATION PROFESSIONALS: The unit ensures that candidates possess the knowledge, skills, and competencies defined as appropriate to their area of responsibility.

- 1.1 General Studies for Initial Teacher Preparation (Initial): The unit ensures that candidates for teacher certification have completed general studies courses and experiences in the liberal arts and sciences.
- 1.2 Content, Professional, Pedagogical, and Integrative Studies for Initial Teacher Preparation (Initial): The unit ensures that candidates for teacher certification have completed a program of content, professional, pedagogical, and integrative studies.
- 1.3 Professional Competencies for School Administrator Preparation
- 1.4 Professional Competencies for School Counselor Preparation
- 1.5 Professional Competencies for School Library Media Specialists

Meets the Standard	Does Not Meet the Standard	Insufficient Evidence
<ul style="list-style-type: none"> Unit ensures that candidates for teacher certification have completed general studies courses and experiences in the liberal arts and sciences at least at the minimum level required for teacher certification. Unit overall and each program verify that all candidates have completed the course/credit-hour requirements and field experiences required by the certificate for which they were recommended. The combination of transcripts, portfolios, test scores, and standards-based surveys of graduates & their employers reveals- for each approved program--a cohort ready to assume their professional responsibilities. Endorsement programs satisfy state course/credit-hour requirements. 	<ul style="list-style-type: none"> The unit's general education requirements are limited and exhibit gaps in the liberal arts and sciences preparation. The requirements are less than the minimum required for teacher certification. Verification of candidates having completed the course/credit-hour requirements and field experiences required by the certificate for which they were recommended is haphazard and inadequate; alternatively, candidates may not have been required to meet all SBE course/credit-hour requirements. The combination of transcripts, portfolios, test scores, and standards-based surveys of graduates & their employers reveals--for each approved program--a cohort not consistently qualified to assume their professional responsibilities. Endorsement programs may not meet state course/credit-hour requirements. 	<p>There is insufficient evidence upon which to make a determination.</p>

Notes:

Standard 2: PROGRAM and CURRICULUM DESIGN (Initial and Advanced): The unit has high quality professional education programs that are derived from a conceptual framework(s) that is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

Meets the Standard	Does Not Meet the Standard	Insufficient Evidence
<ul style="list-style-type: none"> The conceptual framework(s)¹ is written, well articulated, and shared among professional education faculty, candidates, and other members of the professional community. Framework meets the specifications indicated in the footnote below. Coherence exists between the conceptual framework(s) and student outcomes, courses, field experiences, instruction, and evaluation. Programs clearly reflect unit's mission & framework and meet certification requirements. The unit engages in regular and systematic evaluations (including, but not limited to, information obtained through student assessment, and "required" collection of data from students, recent graduates, and other members of the professional community) and uses these results to increase student achievement through the modification and improvement of the conceptual framework(s) and programs. 	<ul style="list-style-type: none"> No clearly defined or written conceptual framework presently exists. Alternatively, although the conceptual framework may be written, it is neither widely articulated, nor is it shared within the professional community Framework does not meet the specifications in the footnote below. Little coherence exists between the framework and the experiences of candidates within the program. Programs appear inconsistent with unit's mission &/or framework, may not meet certification requirements, or may not reflect consistency with current & appropriate national standards. Evaluation of the framework (if observable) tends to be haphazard, predicated on limited data (e.g., does not reflect the assessment of the full professional community or does not reflect student and post-graduate assessment) or is non-existent. Evaluation data may be gathered, but do not appear to be an integrated part of unit and program evolution. 	<p>There is insufficient evidence upon which to make a determination.</p>

Notes:

¹ Necessary characteristics of a conceptual framework:

- it is defined and makes explicit the professional commitments, dispositions, and values that support it, including the commitment to acquire and use professional knowledge.
- it includes a philosophy and purposes; provides an associated rationale for course work and field experiences; contains assessment statements of desired results for candidates; and provides for program evaluation.
- it reflects multi-cultural and global perspectives.
- it and the *specifically cited* knowledge bases upon which it is written rest on established and contemporary research, the wisdom of practice, and emerging education policies and practices.

Standard 3: CLINICAL EXPERIENCES (Initial and Advanced): The professional education unit ensures that clinical experiences are well-planned, early, on-going, integrated into the program sequence, of high quality, and continuously evaluated.

Meets the Standard	Does Not Meet the Standard	Insufficient Evidence
<ul style="list-style-type: none"> Clinical experiences provide early & frequent opportunities to observe and practice solutions to problems under the direction and supervision of qualified academic, school-based and clinical faculty. The unit selects a variety of clinical experiences, including student teaching and/or internships, to provide candidates with opportunities to relate principles and theories to actual practice. Experiences include study and practice in communities which include students of different ages and with culturally diverse and exceptional populations. Clinical experiences encourage reflection by candidates and include feedback from a variety of sources close to the student's work, including higher education faculty, school faculty, clinical faculty, and administrators, students, and peers. Clinical experiences allow candidates to experience all duties and responsibilities of the professional role for which they are preparing. At least annually, the unit assesses the quality of clinical sites. Candidates seeking endorsements or licenses for more than one grade or developmental level are assigned to clinical experiences at such levels. Culminating clinical experiences (student teaching, practicum, or internship) are at the level and in the endorsement area and license being sought by the candidate, and with a supervising teacher/mentor who is certified in the appropriate area. 	<ul style="list-style-type: none"> Although some clinical experiences are provided, they tend to occur late in candidates' preparation and/or they tend to be isolated from the preparation curriculum. Clinical experiences are often unsupervised or are directed and supervised by someone other than qualified academic, school-based and clinical faculty. The unit uses no clearly stated criteria for selecting clinical experiences, including student teaching and/or internships, relative to their ability to provide candidates with opportunities to relate principles and theories to actual practice. Clinical experiences lack variety and rarely (or only superficially) include study and practice in communities which include students of different ages and with culturally diverse and exceptional populations. Clinical experiences elicit only affective reflection. Clinical experiences generate feedback from only one person who may or may not be close to the candidate's work. Clinical experiences (esp. those prior to student teaching) allow candidates to experience only a narrow range of the duties and responsibilities of the professional role for which they are preparing; candidates report that many of their early experiences are only observational. The unit provides clinical sites of inconsistent and/or questionable quality. Site decisions appear made based on expedience rather than on the needs and goals of candidates' development. Little (or no) overt assessment of clinical sites appears to occur. Candidates seeking endorsements or licenses for more than one grade or developmental level do not always engage in field experiences at those grade/developmental levels. Culminating clinical experiences (student teaching, practica, or internships) are not always at the level and/or in the endorsement area and license being sought by the candidate. More than occasionally, supervising teacher/mentor are certified in area(s) different than the candidate's. 	<p>There is insufficient evidence upon which to make a determination.</p>

Notes:

Standard 4: COMPOSITION, QUALITY, AND COMPETENCE OF STUDENT BODY (Initial and Advanced): The unit has and implements plans to recruit, admit, and retain a diverse student body who demonstrate potential for professional success in schools.

Meets the Standard	Does Not Meet the Standard	Insufficient Evidence
<ul style="list-style-type: none"> The unit commits scholarships, outreach efforts, and other human and financial resources to ensure a diverse candidate pool (e.g., individuals of diverse economic, cultural, racial, gender, and linguistic backgrounds, and individuals with disabilities) with acceptable academic and other qualifications. (See sub-indicators.) A comprehensive system is used to assess the qualifications of candidates seeking admission. The unit systematically monitors and assesses the progress of candidates toward program goals and ensures that they receive appropriate academic and professional advisement from admission through completion of their professional education programs. The assessment program includes multiple, developmental, and diverse opportunities for growth. The unit ensures that a candidate's competency to begin a professional role in schools is assessed prior to completion of the program and/or recommendation for licensure. The unit ensures that each program supports its graduates during their first two years of professional service. The unit ensures that the program continues to meet the needs of beginning professionals and their employers. 	<ul style="list-style-type: none"> The unit appears not to commit the efforts or resources (although it may purport to such a commitment) necessary to attract a diverse and/or academically qualified candidate pool. Candidate qualifications are assessed by a narrow range of data (e.g., GPA or test scores alone) and/or individuals (e.g., unit advising staff alone). Monitoring candidate progress is not systematic or on-going and tends to be the responsibility of individuals not actively involved in the candidate's instruction. Assessment data are limited and quantitative (e.g., GPA or course grades alone); benchmarks are not qualitatively performance-based, i.e., developmentally appropriate variations on performance expectations for the certificate. The unit uses at most only the state-mandated exit tests and GPA to determine the competency of candidates. The unit does little, in the way of analysis and advising, with the information gathered. The unit/program does little or nothing to support graduates in their first two years of service (e.g., offers on-campus opportunities possibly during times when practitioners cannot attend; fails to focus assistance on problems of practice encountered by the graduates). The unit does little to ensure that its programs continue to meet the needs of professionals and their employers. 	<p>There is insufficient evidence upon which to make a determination.</p>

Notes:

Standard 5: QUALIFICATIONS, COMPOSITION, ASSIGNMENTS, DEVELOPMENT OF PROFESSIONAL EDUCATION FACULTY AND QUALITY OF INSTRUCTION (Initial and Advanced): The unit has and implements plans to recruit, employ, and retain a diverse faculty who demonstrate professional qualifications and high quality instruction.

Meets the Standard	Does Not Meet the Standard	Insufficient Evidence
<ul style="list-style-type: none"> • The unit ensures that the professional education faculty are qualified for their assignments and are actively engaged in the professional community. • The unit recruits, hires, and retains a diverse higher education faculty. • The unit ensures that policies and assignments allow faculty to be involved effectively in teaching, scholarship, and service. • The institution supports and promotes professional development for education faculty, and the unit has a systematic & comprehensive plan for such experiences. • Teaching in the unit is of high quality, is assessed against performance expectations for teachers, is consistent with the conceptual framework(s), and reflects research and best practice. 	<ul style="list-style-type: none"> • The unit tends to rely heavily on non-regular, adjunct faculty, who may not possess credentials (degrees, experiences) directly applicable to their assignments. Limited numbers of regular faculty are actively involved in the professional community outside of the unit itself; alternatively, unit faculty may hold appropriate credentials but fail to reveal depth of knowledge of the most current, research-based theory & practice. • Although the unit has policy regarding the recruitment, hiring, and retention of diverse faculty, that policy is not operationalized in the unit's efforts. The unit may appear resigned to its inability to attract, hire, and retain diverse faculty. • Across the unit, assignments disproportionately facilitate faculty involvement in scholarship and service; alternatively, assignments may prevent faculty from attending to their own Professional Development or scholarship or service. Service may focus on campus committees to the exclusion of service to either the p-12 or content community. Teaching and student performance are not given much weight in evaluating faculty performance. • The institution appears to award assistance for professional development opportunities disproportionately. The unit may have a written plan for its members' professional development, but commits limited and possibly insufficient resources to implementing that plan. • Information on teaching quality may be collected (e.g., student-completed course evaluations), but little use is made of the information in faculty professional development, evaluation, promotion, or tenure. Teaching in the unit is based on an out-dated and limited view of instruction and assessment. 	<p>There is insufficient evidence upon which to make a determination.</p>

Notes:

Standard 6: GOVERNANCE, ORGANIZATION, AUTHORITY (Initial and Advanced): Governing boards and administrators shall indicate commitment to the preparation of educational personnel, as related to the institution’s mission and goals, by adopting and implementing policies and procedures supportive of programs for the preparation of professional educators.

Meets the Standard	Does Not Meet the Standard	Insufficient Evidence
<ul style="list-style-type: none"> • The control of the institution resides in a board of trustees or an otherwise designated board. The governing board establishes institutional philosophies and policies which promote sound educational programs. All policy decisions are recorded in writing. • A president, or an otherwise designated chief administration officer, makes provision for the performance of administrative functions affecting professional education programs. • The professional education unit is clearly identified, operates as a professional community, and has the responsibility, authority, and personnel to develop, administer, evaluate, and revise all professional education programs. 	<ul style="list-style-type: none"> • The institution may have a board, but control of the institution may reside and be exercised outside the board’s reach. Decisions appear to be founded on priorities other than those supporting sound educational programs. The institution’s governance and policies are sufficiently documented, although they appear to undervalue or minimize the institution’s role/mission in preparing educators for Missouri’s schools. • The unit’s administrative functions are borne by one or a small group individuals whose additional responsibilities make it difficult for them to administer the unit efficiently and/or sufficiently. • The unit is hard to identify in the organization of the institution, is a closed and loosely defined collection of personnel which do not operate as a professional community, and are not sufficient to operate a professional education unit. Resources (time and individuals with appropriate expertise) are not available to support continuous improvement. 	<p>There is insufficient evidence upon which to make a determination.</p>

Notes:

Standard 7: PROFESSIONAL COMMUNITY (Initial and Advanced): The unit and the professional education community collaborate to improve programs for the preparation of school personnel and to improve the quality of education in the schools.

Meets the Standard	Does Not Meet the Standard	Insufficient Evidence
<ul style="list-style-type: none"> Faculty who teach general education courses, content-area courses, and professional studies courses collaborate with each other and with public schools and school-based professionals on the development, implementation, evaluation, and improvement of professional education programs. Clinical and other field-based experiences are collaboratively arranged, although collaboration may fail to include content faculty; field experiences are sufficiently integrated into campus-based experiences. The program gives candidates opportunity to develop an identity as a professional educator via activities that may include but are not limited to joining professional education organizations and attending professional conferences. 	<ul style="list-style-type: none"> Collaboration, at best, is limited to occasional meetings, indicating that the unit/programs appear not to value the input and regular participation of a diverse spectrum of the professional community. General education and content-area faculty have at best occasional contact with the pK-12 community. Design & evaluation of candidates' clinical and other field-based experiences tend to be the province of professional education faculty, although logistics between higher education and the public schools may be formalized with the host school's administration; public school colleagues tend to host students rather than collaboratively design and evaluate the students' experience; content faculty are likely to be uninvolved in (even unaware of) these experiences. There is little or no evidence that candidates participate in professional activities, organizations or other opportunities for professional development outside the unit's classrooms. 	<p>There is insufficient evidence upon which to make a determination.</p>

Notes:

Standard 8: RESOURCES FOR OPERATING UNIT AND FOR SUPPORTING TEACHING AND LEARNING (Initial and Advanced)

Meets the Standard	Does Not Meet the Standard	Insufficient Evidence
<ul style="list-style-type: none"> • The unit has sufficient facilities, equipment, and budgetary resources to fulfill its missions and offer quality programs; unit funding is consistent with the funding received by other comparable units on campus. • Support of professional development is at least at the level of other units in the institution. • Faculty and candidates have training in and access to education-related electronic information, video resources, computer hardware, software, related technologies, and other similar resources. • Faculty have well-maintained and functional office, instructional, and other space to carry out their work effectively. • Library/media collections are identifiable, relevant, accessible, systematically reviewed, and staffed by knowledgeable individuals. 	<ul style="list-style-type: none"> • The unit lacks sufficient facilities, equipment, and budgetary resources to fulfill its missions and offer quality programs. Based on the number of students served by the unit, its funding appears to be proportionately less than other units on campus. • Although campus, unit, and/or program policies may advocate professional development, funding is insufficient to realistically support these activities equitably across all campus units, and particularly in the professional education unit. • Limited numbers of faculty and candidates have training in and/or access to education-related electronic information, video resources, hardware/software, etc.; little use is evident among faculty in modeling the use of these technologies in instruction of candidates. • Faculty office, instructional and other space is insufficient to carry out the work. Moreover, space may be inequitably distributed among faculty (e.g., some members of professional community are not provided appropriate space to teach and/or interact with students). • Library/media collections are out-dated, accessible during limited times (e.g., at times making them inconvenient to public school colleagues), infrequently reviewed, and/or insufficiently staffed to facilitate their use by faculty and students. 	<p>There is insufficient evidence upon which to make a determination.</p>

Notes: